

## CARVER-LYON ELEMENTARY

2100 Waverly St.  
Columbia, S. C. 29204

**GRADES** K-5 Elementary School

**ENROLLMENT** 335 Students

**PRINCIPAL** Sarah Smith 803-343-2900

**SUPERINTENDENT** Dr. Ronald L. Epps 803-231-7500

**BOARD CHAIR** Vince Ford 803-231-7556

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**BELOW AVERAGE**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	9	49	43	3

#### IMPROVEMENT RATING:

**BELOW AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Average	Excellent	N/A
<b>2002</b>	Below Average	Below Average	N/A
<b>2003</b>	Below Average	Below Average	No
<b>2004</b>	Below Average	Below Average	Yes

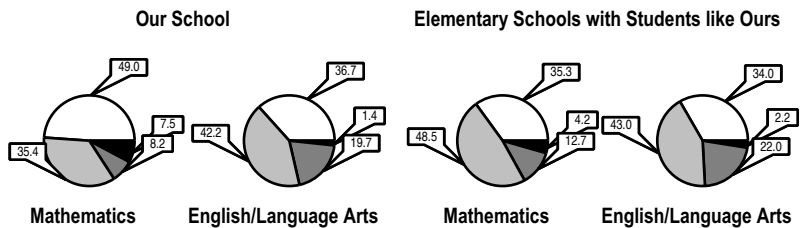
**DEFINITIONS OF DISTRICT RATING TERMS**





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

63.0%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	173	98.8	35.9	42.8	20.0	1.4	33.8	Yes	Yes
<b>Gender</b>									
Male	99	98.0	40.0	42.4	17.6	0.0	27.1		
Female	74	100.0	30.0	43.3	23.3	3.3	43.3		
<b>Racial/Ethnic Group</b>									
White	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	171	98.8	35.7	42.7	20.3	1.4	34.3	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	144	99.3	31.7	45.5	21.1	1.6	36.6		
Disabled	29	96.6	59.1	27.3	13.6	0.0	18.2	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	173	98.8	35.9	42.8	20.0	1.4	33.8		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	173	98.8	35.9	42.8	20.0	1.4	33.8		
<b>Socio-Economic Status</b>									
Subsidized meals	161	98.8	36.8	41.9	19.9	1.5	33.1	Yes	Yes
Full-pay meals	11	100.0	22.2	55.6	22.2	0.0	0.0		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	173	100.0	49.0	35.4	8.2	7.5	24.5	Yes	Yes
<b>Gender</b>									
Male	99	100.0	55.2	33.3	2.3	9.2	19.5		
Female	74	100.0	40.0	38.3	16.7	5.0	31.7		
<b>Racial/Ethnic Group</b>									
White	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	171	100.0	49.7	34.5	8.3	7.6	24.8	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	144	100.0	42.7	38.7	9.7	8.9	28.2		
Disabled	29	100.0	82.6	17.4	0.0	0.0	4.3	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	173	100.0	49.0	35.4	8.2	7.5	24.5		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	173	100.0	49.0	35.4	8.2	7.5	24.5		
<b>Socio-Economic Status</b>									
Subsidized meals	161	100.0	50.0	34.8	8.7	6.5	23.9	Yes	Yes
Full-pay meals	11	100.0	33.3	44.4	0.0	22.2	0.0		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	61	100.0	46.0	46.0	8.0	N/A	8.0
	<b>Grade 4</b>	52	100.0	27.1	56.3	16.7	N/A	16.7
	<b>Grade 5</b>	61	98.4	42.6	53.2	4.3	N/A	4.3
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	59	98.3	24.5	40.8	30.6	4.1	34.7
	<b>Grade 4</b>	59	100.0	42.6	44.4	13.0	N/A	13.0
	<b>Grade 5</b>	55	98.2	38.8	49.0	12.2	N/A	12.2
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	61	100.0	46.0	48.0	4.0	2.0	6.0
	<b>Grade 4</b>	52	100.0	25.0	58.3	14.6	2.1	16.7
	<b>Grade 5</b>	61	100.0	25.0	66.7	8.3	N/A	8.3
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	59	100.0	44.0	44.0	12.0	N/A	12.0
	<b>Grade 4</b>	59	100.0	63.0	27.8	N/A	9.3	9.3
	<b>Grade 5</b>	55	100.0	36.0	38.0	14.0	12.0	26.0
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 335)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	2.8%	Down from 3.3%	3.7%	2.7%
Attendance rate	95.5%	Down from 95.6%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.4%		6.6%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	6.9%		5.8%	3.5%
Eligible for gifted and talented	5.0%	Down from 5.2%	5.0%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.6%	Up from 4.4%	8.0%	8.2%
Older than usual for grade	0.6%	Down from 0.9%	2.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.3%	0.0%	0.0%

Teachers (n= 30)				
Teachers with advanced degrees	46.7%	Up from 41.4%	47.8%	51.4%
Continuing contract teachers	96.7%	Up from 93.1%	78.3%	87.5%
Highly qualified teachers**	96.4%	N/A	92.7%	95.0%
Teachers with emergency or provisional certificates	3.6%		3.6%	0.0%
Teachers returning from previous year	87.4%	Up from 80.0%	82.0%	86.7%
Teacher attendance rate	94.7%	Down from 95.1%	94.8%	94.9%
Average teacher salary	\$40,433	Up 2.1%	\$38,984	\$40,760
Prof. development days/teacher	12.7 days	Up from 6.9 days	13.3 days	12.4 days

School				
Principal's years at school	4.0	No change	4.0	4.0
Student-teacher ratio in core subjects	23.0 to 1	Up from 19.2 to 1	17.1 to 1	18.9 to 1
Prime instructional time	89.2%	Down from 89.9%	89.0%	90.0%
Dollars spent per pupil*	\$8,747	Up 3.6%	\$7,045	\$6,044
Percent of expenditures for teacher salaries*	56.5%	Down from 59.4%	63.8%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 95.5%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	91.3%	92.0%
Highly qualified teachers in high poverty schools**	90.3%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Enrollment at Carver-Lyon Elementary fluctuated this year. The school year began with 435 students and concluded with 386 students in grades PK-5. This mobility was attributed mainly to renovations and replacement of buildings and public housing complexes in our attendance zone, which was identified as the city's empowerment zone.

Several aggressive initiatives were put into place and/or continued this year to increase students' level of achievement and to make them more productive school citizens. Our professional development study groups continued so that teachers and assistants in PK-grade 3, support staff and the administrator could learn and practice strategies to increase students' literacy development. Teachers at every grade level worked in teams and planned together. They attended workshops and conferences to keep abreast of the latest research on best practices, and they followed the district's curriculum design plan to deliver the best instruction possible. We continued our study and implementation of the principles of learning (POL) and standards in practice (SIP).

The family literacy program continued with parents working toward their GED. They also learned strategies for working with their children at home and were given an opportunity to practice parenting skills here at school.

Our character education program was strengthened this year with a theme of the month, dramatizations and principal challenges. Students were recognized as PROs (prepared, respectful, and organized) and Terrific Kids through monthly incentives, parent breakfasts and special field trips. Male students in grades 3, 4, and 5 participated in "Men's Night Out," an event that paired them with a significant male role model (a father, family member or a mentor who had been selected from one of our faith-based partners) for the purpose of spending an evening in a positive, wholesome, fun activity with a positive male.

Our school's challenge continues to be to move our students from BASIC to PROFICIENT and ADVANCED levels on PACT and to help our parents realize and fulfill their role as their child's first teacher.

M. Diane James, Principal, Carver-Lyon Elementary School

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	31	46	31
Percent satisfied with learning environment	90.0%	71.7%	96.7%
Percent satisfied with social and physical environment	90.3%	84.4%	83.9%
Percent satisfied with home-school relations	60.0%	91.3%	83.9%

\*Only students at the highest elementary school grade level at this school and their parents were included.